

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MD1

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Mrs. Bonnie Hess

Official School Name: Chadwick Elementary School

School Mailing Address: 1918 Winder Road
Baltimore, MD 21244-1729

County: Baltimore County State School Code Number*: 0113

Telephone: (410) 887-1300 E-mail: bhess@bcps.org

Fax: (410) 277-9837 Web site/URL: http://chadwicks.bcps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. S. Dallas Dance PhD Superintendent e-mail: sdallas@bcps.org

District Name: Baltimore County Public Schools District Phone: (410) 887-4554

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Lawrence E. Schmidt

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 107 Elementary schools (includes K-8)
27 Middle/Junior high schools
24 High schools
3 K-12 schools
161 Total schools in district
2. District per-pupil expenditure: 12236

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 10

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	20	24	44
K	29	47	76
1	34	21	55
2	39	44	83
3	42	21	63
4	33	25	58
5	37	25	62
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			441

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
34 % Asian
51 % Black or African American
9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
0 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 21%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	59
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	35
(3)	Total of all transferred students [sum of rows (1) and (2)].	94
(4)	Total number of students in the school as of October 1, 2011	441
(5)	Total transferred students in row (3) divided by total students in row (4).	0.21
(6)	Amount in row (5) multiplied by 100.	21

8. Percent of English Language Learners in the school: 19%
Total number of ELL students in the school: 83
Number of non-English languages represented: 11
Specify non-English languages:

Amharic, Arabic, Bengali, Chinese, Hindi, Nepali, Pashtu, Punjabi, Spanish, Urdu, Yoruba

9. Percent of students eligible for free/reduced-priced meals: 78%
 Total number of students who qualify: 344

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%
 Total number of students served: 29

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>4</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>1</u>
Total number	<u>46</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	95%	96%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Chadwick Elementary School's vision is for all students to develop to their fullest potential by learning essential skills taught by highly qualified, compassionate staff in a child-centered facility that has abundant resources and provides a safe and accepting environment. With this vision at the heart of all we do, our mission is to strive to meet the needs of every student. We are committed to deliberate excellence and are passionate about developing motivated learners and critical thinkers. Chadwick is a successful community of lifelong learners who are dedicated to celebrating diversity and respecting the differences among us. The staff, families, students, and community work collaboratively to ensure that our children are exposed to a variety of activities that enhance their educational experience. Our goal is that Chadwick students become productive citizens in a multicultural society.

Chadwick Elementary School is located in the southwest area of Baltimore County. We serve 480 students representing a very diverse community. Our student body has roots in 13 different countries of origin. Within this population, 96 students receive English Language Learner services. Many of our students speak Urdu, Bengali, Nepali, Chinese, Punjabi, Hindi, Pashto, Arabic, Yoruba, Amharic, or Spanish. Approximately 56% of Chadwick's students are of African American descent. Our diverse cultural experiences enrich our learning environment. Approximately 78% of our students qualify for free or reduced meals. As a result of our Title I designation, we receive federal funding that allows us to offer many excellent resources to ensure that our students meet high academic expectations through excellence in teaching and learning.

In 2009, Chadwick was named a Distinguished School by the National Title I Association. We were honored to receive this Category 1 distinction for exceptional student performance for two or more consecutive years, a trend that continues to the present. Most recently, our school was one of six Maryland schools to receive Blue Ribbon status from the Maryland State Department of Education (MSDE). This award was the result of Chadwick's ability to exhibit sustained high performance in student achievement in reading and mathematics. In addition, our gifted and talented program has been recognized with the Excellence in Gifted and Talented Education (EGATE) award by MSDE and the Maryland State Advisory Council on Gifted and Talented Education. This award demonstrates our school's alignment with *Maryland's Criteria for Excellence: Gifted and Talented Program Guidelines*. We are proud to be the only elementary school in Baltimore County Public Schools to receive this award.

Since 2007, Chadwick students have consistently scored above 95% proficient or advanced on the Maryland State Assessment (MSA) in reading and math. In 2012, our MSA results demonstrate even higher achievement. In reading 98.8% and in math 99.4% of our students met the standard for proficient or advanced. From 2008 to 2012, students scoring advanced increased from 41.7% to 60.5% in reading, and from 40.9% to 57% in math. Furthermore, the data indicates no gaps between subgroups.

The many traditions at Chadwick include an annual Multi-Cultural Night, Grandparents Day, Parent Breakfasts, Reading Night, Math Night, STEM Fair, and Technology Nights. Parent informational nights are opportunities for parents to gain knowledge about the GT curriculum, Title I Programming, wellness events, and magnet school processes. Programs to nurture student interest in science and technology include MESA Club, STEM, and Mad Science programs. Our student council sponsors "Hop for Hopkins" to benefit John Hopkins Children's Center.

In 2011, in conjunction with our annual student council food drive, students in Grades 3-5 composed letters asking the Governor for his help to end childhood hunger in Maryland. In response to our students' letters, Governor O'Malley visited our school to thank the students for their thoughtful letters and to tell them about his initiative to end childhood hunger.

Chadwick has benefitted from partnerships with the Even Start and Positive Behavior Interventions and Supports (PBIS) programs. The Even Start Program has assisted us in providing services for our ELL families. The PBIS school-wide behavioral program is deeply embedded in our focus on positive behavior and performance expectations and has resulted in a decrease of office referrals and suspensions.

We are united in our focus on continuous improvement to prepare our students for the future. The administrative team believes that meaningful relationships with our children, faculty, and families are a major factor contributing to Chadwick's success. A visible and accessible administrative team promotes a culture of commitment and support. Greeting children in the morning, conversations in the hallway, classroom walkthroughs, and an open door policy let our stakeholders know that we care. The vision and mission of our school emerged from collaborative dialogue among all stakeholders. This shared vision keeps Chadwick firmly on course for successful results, providing students with the tools necessary to be college and career ready.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Chadwick Elementary School participates, along with all other public elementary schools in Maryland, in the Maryland State Assessment (MSA). The MSA annually assesses the Maryland content standards in math and reading. Scores determine how students in Maryland's public schools are progressing toward mastery of state curriculum indicators and objectives. School system benchmark assessments are another measure of our students' success. The reading and math benchmark assessments are administered countywide in Grades 3 through 5 and serve as predictors of MSA proficiency. The level of performance that is considered acceptable at Chadwick is proficient, but all students are aiming toward advanced. We are involved in the second phase of the pilot for Measures of Academic Progress (MAP). MAP is given three times a year to monitor student progress. This assessment dynamically adapts to students' responses as they take the test. The results of the assessments are based on the DesCartes Learning Continuum. Implications for instruction are readily available to teachers and are used to create a unique learning plan for each student. Success on this assessment is judged by the students' progress toward their individualized goals. To maintain continued success and progress, instruction is differentiated to provide intervention to students with skill deficits and enrichment to students who are thinking beyond the core curriculum.

B. Annual Measurable Outcomes (AMOs), as determined by MSDE, have been met by all subgroups at Chadwick since the 2007-2008 school year. The federal No Child Left Behind Act was implemented to ensure that all students in identified subgroups were achieving equally, with a goal of 100% proficiency in every class, for every child. Teachers at Chadwick plan targeted instruction for all students, identifying individual needs. The achievement of all students has increased, including the achievement of students from subgroups that historically underperform as compared to their peers. Our expectation has always been that all students can and will achieve daily objectives through meaningful instruction. Deeply embedded in our school's culture is the belief in shared responsibility for all learners. Schedules are purposefully developed to allow flexibility of resource teachers, special educators, ELL teachers, and support staff. This allows us to maximize our ability to support the diverse needs of all our learners in small group settings.

There was a 4.3 percentage decrease in the number of students scoring proficient and advanced in 5th grade math between the 2009-2010 and 2010-2011 school years. Due to the decline during the 2011-2012 school year, instructional groupings were restructured to better address student needs. Teacher strengths were identified and this resulted in the strategic placement of faculty members and the formation of collaborative teaching groups. These changes allowed us to harness the power of purposeful instruction. The percentage of students scoring proficient or advanced the following year increased to 100%.

The percentage of third graders scoring at either proficient or advanced in reading increased by 1.6% from 98.4% in 2007-2008 to 100% in 2011-12. Scores increased as a direct result of our early interventions and differentiated instruction beginning in pre-kindergarten and continued through the primary grades. In our earliest grades, students begin to manipulate and play with sounds, identify letters and their sounds, and blend these letters into words. This highly systematic and structured reading readiness program is the foundation for fluency and comprehension. Our literacy based program creates a community of readers and thinkers. Through explicit modeling teachers demonstrate the habits of good readers that make children want to learn to read. Early readers are identified in the beginning of kindergarten and are placed in an advanced reading program which includes word work, fluency, and development of literary concepts. Small flexible acceleration groups develop phonemic awareness and meet the needs of all primary students, many of whom are not native English speakers. To meet our goal of producing fluent readers, our vocabulary program introduces structural analysis, a study of related

words, such as synonyms, antonyms, and homonyms, and the use of context clues to determine the meaning of unknown words.

The percentage of third graders scoring at either proficient or advanced in math increased by 6.3% from 93.7% in 2007-2008 to 100% in 2011-12. Hands-on learning opportunities in the primary grades help students discover and learn number sense. Within the 5-E lesson format, students are given time to explore and practice how numbers work, and to participate in guided small-group support, strategy lessons, and group work to encourage collaboration, reflection, and evaluation.

2. Using Assessment Results:

At Chadwick, we believe that it is imperative to have our eyes on current data so that we can provide differentiated instruction and flexible groupings. To that end, administrators, classroom teachers, reading specialists, resource teachers, and special educators meet monthly to analyze data from a variety of assessment measures. During the data dialogues, teachers jointly analyze assessment results and collaborate to make data-driven decisions that inform instruction. The data team uses data to diagnose and prescribe what needs to be taught and provides an instructional framework that ensures student success. During the data dialogues, we are able to see where each student is performing and create a learning path that targets his or her needs. This allows teachers to differentiate instruction for their students. Differentiation consists of scaffolding content and collaborating with our teams to deliver a personalized, diagnostic-prescriptive program.

It is critical for teachers to understand the parameters of the assessment tools they are using. We hold data interpretation workshops on site. In addition, teachers attend countywide professional development and work in collaborative teams to embed purpose into every aspect of their instructional plans. We identify critical needs and root causes through meaningful data discussions.

Chadwick's reading and math data is monitored through the use of detailed Excel spreadsheets that display individual student progress in each grade level throughout the course of the school year. These spreadsheets give us a roadmap from which we are able to develop a sound acceleration plan that puts the data into action and allows us to develop goals and objectives. The spreadsheets are kept on a shared drive so that teachers can access them at any time.

Our reading data is derived from multiple sources such as DIBELS, countywide benchmark assessments, MAP, Informal Reading Inventories, content link data, and teacher-created assessments and observations. Through tri-annual DIBELS screenings, we are able to identify students who are at risk of falling below grade in reading. Once identified, targeted interventions are planned, and students are progress-monitored on a regular basis. Acceleration groups are flexible, as students can move in or out based on the most current data. Reading benchmarks are administered three times a year in Grades 3-5. We use the results of this data to measure our progress among our own student population and also to compare our results with countywide data. Between benchmarks, teachers collect data from content link assessments, which are given as cold reads to assess student progress. Certain content links were selected and modified to better meet the demands of the Common Core. Specific skills and strategies from each assessment are documented and tracked. This allows teachers to identify skill deficits and scaffold instruction accordingly.

Math data is also collected from multiple sources, such as MAP, countywide benchmarks, Scott Foresman unit tests, daily lesson assessments, writing journals, and exit tickets. Chadwick teachers realize the importance of divergent student thinking to arrive at solutions to authentic mathematical problems. Therefore, writing journals are a valuable source of qualitative data that provide insight into the mathematical thought processes of the students.

Data sources are analyzed to identify students who would benefit from our afterschool math club. Teachers meet twice weekly with these grade-level groups to address specific areas of need. Pre-

assessment data is used to identify areas of critical need and establish student goals. Instruction is modified and scaffolded to differentiate math concepts and skills. This targeted instruction in a small group setting reinforces mathematical thinking. Post-testing provides data that demonstrates the students' progress.

The home-school communication begins with our well-attended Back to School Night. This event occurs in August, the week before students return to school. The exact date is selected to respect the religious calendar observed by a large portion of our community. Our administrator is proud to present our students' achievement on MSA during this meeting. Parents are provided with a report that informs them of their child's proficiency in the Maryland state standards for reading and math. This report allows them to compare their child's scores with other students across Maryland and the nation. A parent involvement calendar is provided for all families to encourage their continued involvement throughout the course of the school year. Teachers communicate student achievement to parents and students in multiple formats to meet the needs of our diverse population. Special consideration is extended to our multilingual population as interpreters are available for parent-teacher conferences that are held at school and by phone. In addition, as requested, teachers communicate student progress by email. Interims are sent as needed, and report cards are issued quarterly.

3. Sharing Lessons Learned:

Chadwick's school community is very diverse; students arrive at our school from many different countries of origin with very little or no English language background. We have worked over the years to reflect on the most productive initiatives to meet academic challenges encountered as we teach an increasing number of non-English speaking students, while meeting the prescribed course learning outcomes. As schools become more diverse in our county, they seek ways to teach ethnically diverse populations, and we willingly share best practices with teachers, student teachers, and administrators.

We were selected as one of two Maryland Distinguished Title I Schools in 2010. As a result of this distinction, we were invited to participate in the National Title I Association Conference, and we met with representatives of other Title I Schools to share best practices and initiatives. Additionally, we have welcomed administrators and teachers to our school to observe data dialogues, whole and small group instruction, and school-based professional development.

Over the past few years, we have enjoyed a collaborative relationship with Loyola University. Student interns plan closely with cooperative teachers, under the guidance of a member of Loyola's staff. We have provided professional development sessions for their student interns, guided them in the compilation of resources for their professional portfolios, and mentored them with their student teaching experiences.

Several of our teachers participate in curricular and professional development workshops for Baltimore County Public Schools teachers. These workshops range from History Lab Grant Projects to professional development activities entitled: *Introduction to Gifted and Talented*, *Classroom Accommodations and Modifications*, and *Ensuring Success for All Children in Least Restrictive Environments*. Our teachers provide professional development for New Teacher Academies and Orientations. Additionally, members of our faculty have participated in county curriculum writing workshops.

Chadwick's principal has shared best practices with other administrators since her selection as a school principal within BCPS. In 2009, she presented a workshop entitled *Classroom Connections - Focus on Enduring Learning through Need-Based Instruction* to an audience of principals. This was followed by another workshop in 2010 entitled *Data Teaming*. Our principal participated in the Title I Best Practices Symposium in 2011 where she presented to county administrators *English as a Second Language, Supporting Student Success*. Most recently, she shared with Chadwick teachers and county administrators specific initiatives regarding the transition to the Common Core Curriculum. The presentation was entitled *Engaging Students: Evidence-Based Reading*.

4. Engaging Families and Communities:

At Chadwick Elementary School, we believe that improved student achievement requires family partnership in the educational process. Therefore, our Parent Involvement Plan and Compact is developed as a concerted collaboration between the school and our parents. Together we plan and host many events throughout the year. These events are planned at varying times to accommodate the schedules of our families. Back to School Night is well-attended by members of our community. This allows families to meet teachers and learn about the upcoming school year regarding educational expectations, policies, and procedures. The Fall Festival in October provides parents and students with a less formal setting where they can enjoy entertainment, educational activities, and treats. Grandparent's Day acknowledges and celebrates the support of grandparents and extended family members. Chadwick Chat Nights, hosted by our parent/community liaison and teachers, provide an opportunity for greater home-school communication on various topics chosen on the basis of parent interest surveys. Multicultural Night is a special event hosted by teachers at Chadwick where parents and students in our community come together to share and learn about various cultures. Parents and students have also had the opportunity to participate in a relevant workshop on bullying, "The Truth about Bullying."

To celebrate American Education Week, Chadwick invites parents to a PTA-sponsored breakfast followed by classroom visitation. Parents have the opportunity to observe their children learning, interacting with their teachers, and collaborating with their peers. Another component of American Education Week is our annual Reading Night where parents and students participate in reading activities. The Parentmobile provides parents with information on homework help, community resources, and BCPS curricula. A Baltimore County Public Library representative is on site to promote the use of the library and assist families with obtaining library cards.

Even Start, an ESOL family literacy program, is located on the school campus. Parents who participate in Even Start utilize the school library, computer labs, and facilities. This program helps them gain the knowledge and understanding needed to support their children's transition into the American school system. English language, computer skills, parenting, and community resources are among the topics that parents can learn about through the Even Start Literacy Program. As parents become more proficient in English language and American culture, they are more likely to participate in school events and are better equipped to assist their children at home.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Chadwick represents a strong professional learning community. We are committed to co-teaching models and assume shared responsibility for every child's growth and development. Our learning environment has been accomplished through careful reconstruction of the usual classroom approach. In all classrooms, teachers facilitate guided discussion and shared inquiry. Our faculty works within collaborative instructional teams to expand our teaching capacity. There are three to four homeroom teachers at each grade level. During instruction, this core group is joined by additional grade-level and resource teachers. This is made possible by strategic planning to enhance our organizational capacity.

Our 120 minute reading block includes phonics, word analysis, fluency, comprehension, and systematic vocabulary instruction. As we transition to the Common Core, Chadwick has incorporated additional content-rich, complex texts to supplement the Houghton-Mifflin anthology. Texts such as the Comprehension Toolkit, Scholastic News, and National Geographic provide students with authentic reading experiences. The use of mentor texts allows teachers to explicitly model anchor lessons for various reading strategies and skills. Rich text and thoughtfully crafted questions are used to guide students in constructing meaning. Students write on a daily basis as they respond to and from text in a variety of formats. Spelling, grammar, and mechanics are infused into daily writing assignments.

The 60-90 minute Mathematics block at Chadwick utilizes the Scott-Foresman math program, *Investigations*, Baltimore County Curriculum Guides, and the *Everyday Counts* calendar math. Chadwick teachers strive to move student understanding from the concrete to the abstract. As part of daily routines, teachers provide differentiated instruction. Students have access to multiple learning tools such as place value models, number lines, hundreds charts, coins, visuals cues, anchor charts, and math vocabulary walls. Student-created math journals are a continual support for developing essential skills. Students requiring additional support benefit from daily small group re-teaching, while enrichment opportunities are provided through extension activities. As we transition to the Common Core State Standards, teachers are embedding the mathematical practices to promote critical thinking skills. In addition to these daily routines, students at Chadwick are provided remediation and enrichment in after-school programs, including Math Club, 24-Challenge Club, and MESA.

Reading and writing strategies and skills developed during the reading block are applied to content area discussions and text. The goal of our social studies and science curriculum is to develop literacy and a deeper understanding of content knowledge. Literacy instruction in the content areas prepares our students for college and career readiness. Our teachers use resources from the Baltimore County Public Schools' science curriculum guides to provide instruction in the core learning goals of earth/space, biology, chemistry, physics, and environmental studies. In addition to instruction in general social studies skills and processes, students engage in units covering peoples of the nation and world, geography, economics, and history.

The visual arts curriculum at Chadwick Elementary connects with the content area curricula by teaching observational, evaluative, and analytical skills that are necessary to the development of critical thinking. The visual arts complement and enhance students' learning by offering another venue for students to demonstrate their skills and understanding. Students also engage in a comprehensive and challenging performing arts program. Opportunities in vocal and instrumental music provide students with a creative outlet.

Our physical education curriculum is aligned to the Baltimore County mission to provide a movement-based curriculum that teaches the skills, knowledge, and behaviors to enable each student to be physically active and mentally fit. As a member of the Alliance for a Healthier Generation, the Chadwick

community is engaged in improving student, employee, and community wellness through a well-planned selection of activities promoting healthy living and decision-making for lifelong health.

Interactive technology is embedded into the daily instructional program. Classrooms are equipped with a *Promethean* board, projector, document reader, and computers. In addition, three mobile computer labs enable students to conduct the most current research. ActiVotes and ActivExpressions are utilized to capture student responses and provide instant assessment. Teachers use a variety of software and web-based resources. Parents participate in Technology Night to increase their ability to extend the learning experiences within their own homes.

2. Reading/English:

Chadwick's reading curriculum incorporates a variety of skills and strategies to meet the needs of all learners. A hallmark of our rigorous curriculum is its focus on engaging students through active literacy in a dynamic learning environment. Students interact with text on a daily basis through close reading to access a deeper understanding of text. At every grade level, students extend their learning by discussing, debating, and questioning text. Students encounter a variety of texts including fiction, non-fiction, poetry, and drama to lay the foundation for career and college readiness.

Our curriculum builds students' skills efficiently and effectively by establishing a strong foundation in the five areas referred to in the findings of the National Reading Panel Report: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. In the primary grades, a foundation for phonemic awareness is built through word play and phoneme manipulation. Open Court resources are the basis for our phonemic awareness program in kindergarten and Grade 1 and are supplemented by teacher-created activities. In Grade 2, students transition to a systematic, explicit, and multi-sensory phonics program developed by our principal.

The program is extended in Grade 3 with an added emphasis on structural analysis of words. Our vocabulary program, developed through a collaborative effort of various teachers and reading specialists, engages students in Grades 3–5 in a comprehensive study of Latin and Greek roots and affixes. *Steck Vaughn Vocabulary Connections* is implemented in Grades 2–5 to expand students' vocabulary using context clues and background knowledge. These vocabulary programs are especially vital for our diverse population of English Language Learners.

Fluency is the foundation for reading comprehension and is targeted in all grades. Fluency is achieved through class read-alouds, repeated readings, and partner reading of plays, poetry, and prose. Students in Grades 1–5 have the opportunity to self-select engaging materials on their independent reading levels using the *American Reading Company's* Take Home Library texts. This affords our Title I population access to a variety of books to take home on a daily basis.

Chadwick's ability to provide a strong foundation in phonemic awareness, phonics, fluency, and vocabulary enable our students to achieve deeper levels of comprehension. A variety of texts – including the *Houghton Mifflin* anthology, the *Comprehension Toolkit*, *Scholastic News*, *National Geographic*, and mentor texts – provide a balanced literacy program. With these tools, teachers explicitly model reading strategies that lead students to the comprehension and synthesis of information.

Through careful planning, teachers are able to provide students need-based differentiated instruction. At monthly grad- level meetings, data is analyzed to identify student strengths and areas of need. Small group instruction targets students who are not meeting grade-level expectations in specific areas. Routine progress monitoring allows flexibility within these groups. Chadwick students reading above grade level are challenged in a gifted and talented reading curriculum. Student learning is differentiated using advanced reading materials in a curriculum that includes overarching concepts, essential questions, and opportunities for personally selected response.

3. Mathematics:

Chadwick's mathematics curriculum and instructional methods facilitate student achievement through rigorous engagement and child-centered discovery. The curriculum reflects standards from both the Maryland State Curriculum and the Common Core Curriculum. All teachers utilize the 5-E lesson format, incorporating prior knowledge, problem solving, and exploration. Lesson plans and activities are created by the teachers through the use of a variety of resources, including the Scott-Foresman text, *Investigations*, Baltimore County Curriculum Guides, and the *Everyday Counts* calendar. Also, lessons are enriched by using technology resources such as the FASTT Math program, BrainPop, Safari Montage videos, ActivInspire flipcharts, and Pearson SuccessNet. Teachers aim to create relevant mathematical activities that foster the Common Core Standards for Mathematical Practice.

Chadwick teachers utilize multiple modalities to deliver instruction, differentiating for all learning-styles. Memorable activities with real life applications are the cornerstone of mathematics instruction. Teachers incorporate music, movement, writing, and literature in their lessons to make cross-curricular connections and to demonstrate skill application. For example, when teaching patterning, kindergarten teachers read *Pattern Fish* by Trudy Harris. Also, Grade 3 teachers use the tunes from well-known songs to teach skip-counting. Chadwick Elementary is a place where teachers create a student-centered learning environment where discovery learning is paramount.

The teachers at Chadwick understand that there is not just one way to solve a math problem. With this in mind, teachers encourage students to use strategies that work best for them. Chadwick students express their varied ideas through meaningful math discussions and collaborative problem solving. "Math talk" is used to allow students to explain *how* they solve problems and *why* their answers are correct. Primary teachers facilitate "math talk" by providing sentence frames that guide the students through thoughtful discussion. By the time students reach intermediate grades, they have developed the foundation for knowledgeable discussion and are able to independently converse in mathematics.

4. Additional Curriculum Area:

Chadwick's science, technology, engineering, and math program (STEM) incorporates the Baltimore County Public Schools curricula, special programs, nonfiction scientific articles, and extended learning opportunities in afterschool programs. Chadwick's STEM Fair encourages scientific inquiry and its implications for our world. A BioEYES program, presented by the Office of Science, provides a program in which Grade 5 students explore, hypothesize, test ideas, make observations, ask questions, and think critically about their findings.

Students participate in MESA (Mathematics, Engineering, Science, Achievement.) In this program, students develop academic and leadership skills, improve their academic performance, and gain confidence in their ability to compete professionally. Students are accepted into the program by application and work for many months with teacher facilitators to complete a variety of projects requiring analytical problem solving. This includes the presentation of engineered projects, computer animations, and research-based skits requiring effective communication. We are pleased to offer this program as it encourages deliberate excellence. The students who participate in MESA have developed a passion for math, science, and engineering. Our hope is that these students will continue these interests as they pursue college and careers.

Our science instruction moves from the classroom into daily life, as we recognize that the health of our students affects us all. As a result, we have established a Wellness Committee that is devoted to helping students and staff make good choices when it comes to exercise and healthier eating. This committee facilitates school-wide health and wellness measures that are overwhelmingly embraced by our teachers and students alike. At Chadwick, we recognize that healthy students make healthy and productive learning communities. Creative and collaborative wellness efforts ultimately produce citizens who are college and career ready.

Primary Talent Development (PTD) is a science-based program for pre-kindergarten through Grade 2 students that develops and nurtures the talents of our primary students. PTD includes lessons that focus on the following behaviors: demonstrating leadership and being communicative, perceptive, inquisitive, persistent, creative, and resourceful.

Our science program extends beyond the school day into the evenings to include family involvement. Our STEM Nights and yearly *Mad Science* presentations are well attended. These are excellent opportunities for parents to work with their children to engage in scientific inquiry. Families participate in an interactive presentation by *Mad Science* designed to stimulate their interest in science experimentation.

5. Instructional Methods:

Data-based, collaborative, differentiated instruction is our formula for reaching all students. Differentiation consists of scaffolding content and collaborating in teams to deliver personalized, diagnostic- prescriptive instruction. To this end, teachers and administrators meet in grade-level teams to diagnose and prescribe what needs to be taught and how to provide the instructional framework to facilitate student success. Prior to grade-level meetings, results of various assessments are documented and color-coded on spreadsheets by a data team. In this way, grade-level teams can assess student progress effectively and efficiently. Student assessments analyzed include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), informal reading inventories, county benchmarks, Measures of Academic Progress (MAP), and daily summative assessments. In addition, teacher observation and anecdotal records are shared.

Grade-level teams use various tools to analyze data. One such tool is AssessTrax, which allows us to view benchmark data by individual student scores, attainment of objectives, and student response. DIBELS and the Northwest Evaluation Association's MAP websites allow us to view class, individual, and student progress reports. These reports specifically identify individual student strengths and areas of need by skill area.

As a result of data analysis, students receive targeted instruction from collaborative teaching teams, including classroom, resource, and ESL teachers; reading specialists; and special educators. In this way, Chadwick is able to implement research-based strategies to remediate deficit areas, and review or extend objectives in the state curriculum and the Common Core. Students needing remediation are provided with interventions developed by our administrator and curricula resources such as Project Read: Putting Language in Motion, Fluency Formula, and Foundations. Students receive additional instruction in programs beyond the school day, such as our reading and math clubs. Students requiring extension of objectives participate in a Primary Achievement Curriculum Enrichment (PACE) reading program in Grades K-2 and the gifted and talented academic program in Grades 3-5. The 24 Math Challenge club encourages students to persist in identifying patterns that lead to multi-step problem solving.

Vocabulary development is a major part of our instructional program. This school-based program has benefitted our students from other countries, as well as those children born in America. Word recognition, decoding skills, and vocabulary study are embedded in our reading program. Students in Grades 3 –5 receive a site-based vocabulary enhancement program focused on context clues, multiple meaning words, prefixes, and suffixes. Our children have developed an interest in words and enjoy making connections between words they are learning; this program has raised their word consciousness.

Chadwick uses technology to facilitate and differentiate learning in an efficient and engaging manner. The use of technology helps our students make real world connections to classroom learning. It allows our students to travel beyond the school walls to find current research, resources, and information. Websites, such as Brain-Pop, Tumblebooks, and World Book online, and the video-on-demand system Safari Montage provide our students with materials that would not ordinarily be available to them. Other tools of technology in our classrooms, such as Promethean boards, document cameras, and ActiVotes permit students to interact with their teachers and classmates. Mobile netbook carts are available for

classroom use. Instruction is differentiated as students use the netbooks to conduct individual research, engage in targeted skill practice and review, and compose written responses.

6. Professional Development:

Professional development at Chadwick is a sustained, multi-faceted, and need-based driving force embedded in our school's culture. Our teachers are lifelong learners dedicated to engaging in opportunities to strengthen and broaden their roles as facilitators of learning. The goal of our professional development is to prepare teachers to make effective instructional decisions as we transition to the Common Core. County-endorsed professional development workshops and meetings are selected and attended by our administrators, teachers, and staff to address the identified needs of our students.

Chadwick is open to new ideas based on current research and is thoughtful about which ones to adopt. Through participation in professional development, we continue to build our capacity as facilitators of instruction, guiding students to demonstrate higher levels of understanding and independence. For example, most recently, our administrator attended a yearly Principal's Academy, where she was introduced to the concept of close reading. After reflection, it was decided to embrace this approach to reading as it would lead to a deeper understanding of text, ultimately leading our students to achieve Common Core standards. Two faculty members attended an overview of close reading at the county level in a "train the trainer" model. Numerous workshops were presented by these faculty members and our principal to introduce this new approach to reading. As we began to implement close reading, it was necessary to re-evaluate our reading materials to include more complex and high interest text. We continue to supplement our reading materials to foster the love of reading for deeper meaning among our students.

A team of teachers attended the county's Common Core Curriculum training and returned to present ongoing professional development at Chadwick. This professional development ensures that our teachers will be prepared as we transition to the Common Core. In addition, our teachers have attended guided reading, Primary Talent Development, and *Math Solutions* workshops.

Our entire faculty attended a presentation by Larry Thompson regarding responsibility-centered discipline. Although we do not have frequent disciplinary issues, we are always looking for opportunities to expand our knowledge about current management techniques.

7. School Leadership:

A shared vision of success for all has been fundamental to our increasing achievement over the past few years. The interview process for faculty and staff is thorough and driven by identifying the specific characteristics we seek. Our selection process focuses on the credentials, work ethic, and interpersonal skills of each candidate. We are proud to say that the time invested in this process has been beneficial to our learning community, and we have been successful in retention of our talented staff – many of whom are interested in pursuing leadership roles within the BCPS community.

The leaders at Chadwick take on the responsibility to train faculty and this, in turn, makes our teachers more confident in their abilities. School leaders are able to increase job performance expectations and in doing so create a "win-win" situation by building teacher capacity with methods that have been successful in meeting the needs of our population. By increasing instrumentality within our school, we have been able to implement our reward system, which focuses on opportunities to share in the decision-making process, leadership opportunities within the school, and the purchase of desired instructional materials. We are able to meet the goals of our teachers while maintaining sight of our shared vision.

Low turnover of staff has been a major factor in our success because it has allowed the principal to assign grade-level position and subject areas based on teaching styles and subject area expertise. Informal and

formal observations are part of her daily routine and are key to high performance standards. Formal pre- and post-observations provide opportunities for conversations about instructional expectations and function as individualized professional development sessions. Informal “walkthroughs” insure that high-quality planning and instructional standards are upheld on a daily basis. This comprehensive evaluation process enables leaders to monitor student progress, learning objectives, and professional development needs on a daily basis.

Common planning time for grade-level teams yields a collective sense of commitment and shared-expertise in achieving success for all of our students. The administration advocates co-planning as well as co-teaching to yield maximum results for our students. ELL teachers, special educators, and reading teachers are an essential part of this equation. They participate in our monthly grade-level meetings. These meetings provide an opportunity for frank data discussions, work reviews, and data-driven planning. The administration reviews data with teachers and outlines plans for differentiated instruction and remediation, as well as enrichment for individual children.

School Action Teams and Leadership Teams are vital to our school community and involve a variety of stakeholders. Reading, STEM, Parent Involvement, and Positive Behavior and Supports Committees plan events to enrich our daily programs. Their programs are part of our School Leadership Team’s agenda, as we discuss school and community involvement measures and evaluate our progress toward our School Progress Plan.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: MSA

Edition/Publication Year: 2012

Publisher: Pearson Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	100	100	91	98	97
Advanced	62	49	41	43	21
Number of students tested	55	57	68	51	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	100	90	100	95
Advanced	68	46	46	46	15
Number of students tested	41	41	52	35	39
2. African American Students					
Proficient Plus Advanced	100	100	88	97	98
Advanced	50	31	24	35	13
Number of students tested	30	29	41	31	40
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	3	4	5
4. Special Education Students					
Proficient Plus Advanced	Masked	100	70	Masked	Masked
Advanced	Masked	45	10	Masked	Masked
Number of students tested	9	11	10	7	4
5. English Language Learner Students					
Proficient Plus Advanced	100	100	95	100	Masked
Advanced	72	67	55	59	Masked
Number of students tested	18	18	20	17	8
6. Asian					
Proficient Plus Advanced	100	100	95	100	100
Advanced	81	80	75	63	54
Number of students tested	21	20	20	16	13
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MD1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: MSA

Edition/Publication Year: 2012

Publisher: Pearson Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	100	100	91	98	97
Advanced	62	49	41	43	21
Number of students tested	55	57	68	51	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	100	90	100	95
Advanced	68	46	46	46	15
Number of students tested	41	41	52	35	39
2. African American Students					
Proficient Plus Advanced	100	100	88	97	98
Advanced	50	31	24	35	13
Number of students tested	30	29	41	31	40
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	3	4	5
4. Special Education Students					
Proficient Plus Advanced	Masked	100	70	Masked	Masked
Advanced	Masked	45	10	Masked	Masked
Number of students tested	9	11	10	7	4
5. English Language Learner Students					
Proficient Plus Advanced	100	100	95	100	Masked
Advanced	72	67	55	59	Masked
Number of students tested	18	18	20	17	8
6. Asian					
Proficient Plus Advanced	100	100	95	100	100
Advanced	81	80	75	63	54
Number of students tested	21	20	20	16	13
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MD1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: MSA

Edition/Publication Year: 2012

Publisher: Pearson Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	100	100	100	100	100
Advanced	78	67	66	60	81
Number of students tested	55	60	56	52	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	100	100	100	100
Advanced	80	62	60	58	78
Number of students tested	40	45	38	43	32
2. African American Students					
Proficient Plus Advanced	100	100	100	100	100
Advanced	62	57	62	58	71
Number of students tested	26	35	35	36	31
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	2	4	4	2
4. Special Education Students					
Proficient Plus Advanced	100	Masked	Masked	100	Masked
Advanced	70	Masked	Masked	40	Masked
Number of students tested	10	9	8	10	5
5. English Language Learner Students					
Proficient Plus Advanced	100	100	100	Masked	Masked
Advanced	88	62	61	Masked	Masked
Number of students tested	17	13	18	7	7
6. Asian					
Proficient Plus Advanced	100	100	100	100	100
Advanced	90	83	76	75	95
Number of students tested	20	18	17	12	19
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13MD1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: MSA

Edition/Publication Year: 2012

Publisher: Pearson Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	98	98	98	98	98
Advanced	65	60	41	33	42
Number of students tested	55	60	56	52	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	98	97	98	97
Advanced	73	60	42	33	44
Number of students tested	40	45	38	43	32
2. African American Students					
Proficient Plus Advanced	96	97	97	97	97
Advanced	38	54	31	28	39
Number of students tested	26	35	35	36	31
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	2	4	4	2
4. Special Education Students					
Proficient Plus Advanced	100	Masked	Masked	100	Masked
Advanced	70	Masked	Masked	30	Masked
Number of students tested	10	9	8	10	5
5. English Language Learner Students					
Proficient Plus Advanced	100	100	100	Masked	Masked
Advanced	88	77	72	Masked	Masked
Number of students tested	17	13	18	7	7
6. Asian					
Proficient Plus Advanced	100	100	100	100	Masked
Advanced	90	67	53	50	Masked
Number of students tested	20	18	17	12	9
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13MD1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: MSA

Edition/Publication Year: 2012

Publisher: Pearson Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	100	94	97	100	94
Advanced	41	30	31	61	31
Number of students tested	59	63	58	51	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	93	98	100	100
Advanced	45	30	27	63	22
Number of students tested	47	46	41	32	23
2. African American Students					
Proficient Plus Advanced	100	92	97	100	94
Advanced	27	28	23	50	29
Number of students tested	37	39	39	30	34
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	7	4	2	1
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	8	9	4	5
5. English Language Learner Students					
Proficient Plus Advanced	Masked	100	Masked	Masked	Masked
Advanced	Masked	21	Masked	Masked	Masked
Number of students tested	7	14	7	5	4
6. Asian					
Proficient Plus Advanced	100	100	93	100	92
Advanced	71	47	53	82	31
Number of students tested	17	17	15	17	13
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MD1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: MSA

Edition/Publication Year: 2012

Publisher: Pearson Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced	100	100	98	100	98
Advanced	78	86	71	84	79
Number of students tested	59	63	59	51	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	100	100	98	100	100
Advanced	77	91	67	88	78
Number of students tested	47	46	42	32	23
2. African American Students					
Proficient Plus Advanced	100	100	97	100	97
Advanced	70	85	72	83	82
Number of students tested	37	39	39	30	34
3. Hispanic or Latino Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	7	4	2	1
4. Special Education Students					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	8	9	4	5
5. English Language Learner Students					
Proficient Plus Advanced	Masked	100	Masked	Masked	Masked
Advanced	Masked	86	Masked	Masked	Masked
Number of students tested	7	14	8	5	4
6. Asian					
Proficient Plus Advanced	100	100	100	100	100
Advanced	88	100	75	88	69
Number of students tested	17	17	16	17	13
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13MD1